



Bishop Loveday CE Primary School

RELIGIOUS EDUCATION POLICY

Policy reviewed: January 2018

To be reviewed: January 2019

Signed: Headteacher

Signed: Chair of Governors

Our Values

At Bishop Loveday School we work within an inclusive, Christian environment promoting Christian values including Love, Respect, Friendship, Unity, Courage and Forgiveness. These permeate all aspects of school life enabling us to help every child achieve their full potential by equipping them with a feeling of self-worth, a respectful attitude towards others, an excitement for learning and an enthusiasm for life. We equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future enabling them to lead happy and rewarding lives.

School Philosophy

Under the Education Act 1988, all pupils are entitled to Religious Education as part of a broad and balanced curriculum which 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils for the opportunities, responsibilities and experiences of adult life'.

As a Church of England school, we value the contribution of RE to the life of the school and give it a high profile within our curriculum. Such RE aims to be relevant to the needs of our pupils as members of a multi-cultural society. Whilst a study of Christianity will form the main component in our programme of study, Religious Education in Oxfordshire involves learning about at least three other religions.

Aims

1. To help children acknowledge a spiritual dimension to life and to celebrate, develop and foster this.
2. To encourage them to raise questions about the meaning of life and to reflect on human experience.
3. To help children become aware of a rich tradition of faiths and cultures and to provide the opportunity for them genuinely to reflect upon religion.
4. To help children understand, at the appropriate level, religious language and concepts.
5. To build an atmosphere of tolerance and open-mindedness in which children learn to respect and value others and their beliefs and cultures.
6. To encourage children to reflect on their own lives, relationships and values in order that they may form or reaffirm their own beliefs and values.

Organisation

In the Early Years Unit, RE is taught as part of the integrated curriculum.

In Key Stages 1 and 2 it is studied as a discreet subject but there may be cross-curricular links made with other areas of the curriculum. RE has a specific place on the timetable at both Key Stages in order to meet the time recommendation of:

- 36 hours over each year at Key Stage 1
- 45 hours over each year at Key Stage 2

NB Religious Education is independent of 'collective acts of worship' but may be supported and enhanced by the latter.

Scheme of Work

We have our own Bishop Loveday Scheme of work for RE. This scheme has been written following the guidance and units of work provided by the Oxford Diocesan Board of Education. This focuses on Christianity and three other religions.

Foundation Stage: A multi faith/culture approach.

Key Stage 1: Christianity and Judaism are studied.

Key Stage 2: Christianity, Judaism, Islam and Hinduism are studied.

Our scheme of work has been written in accordance with the legal requirements of the New Agreed Syllabus for Religious Education in Oxfordshire.

Units of Work

We aim for a balance between two dimensions in religious education:

- AT1 Knowledge about religion
- AT2 Learning from religion

'Knowledge about religion' is knowing and understanding: this is the acquisition of information, the understanding of concepts and ideas and understanding the influence of religion on people's lives.

'Learning from religion' is concerned with the pupil's ability to raise and reflect on spiritual and moral questions, evaluate what they have learned and express their ideas in relation to that, and to consider the implications and applications of what they have learned for themselves and for others, if appropriate. Teachers ensure all plans include a range of key questions relating to the children's own ideas and spirituality.

Each unit of work begins with a "Big Question" which has been created to allow children to experience AT1 and AT2 in every unit. Christianity will be the main religion taught, in accordance with the national guidelines. In addition Judaism will be taught in KS1 and Hinduism and Islam covered in KS2.

Each year group has six units of work per year, one for each half term. The units do not have to be taught weekly, but could be blocked into special weeks or special days'

Each unit of work includes links to the British Values. (Democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.)

Each unit of work is given as a guideline to teachers but there should also be scope to adapt plans if the pupils' questioning and investigating opens up other interesting avenues for enquiry. Where special events occur (WW1

remembrance for example) a unit of work may need to be adapted or abandoned. **We believe that whenever the children are given the opportunity to reflect on what they have learned, they are considering what difference their learning is making to their thinking and acting.**

Encouraging Depth and Progression

We believe the best way for pupils to make progress in RE is to revisit key concepts at various points throughout the teaching programme.

The DFE encourages teachers to:

“recognise that progress in RE is not likely to be linear, so ensure that the curriculum offers opportunities to re-visit and deepen understanding of core concepts; assessment should show a deepening of understanding”

(Exemplification of Teacher standards 2013)

Our scheme of work allows for such progression. Links between the units have been made and includes suggestions of what pupils will learn from a particular unit, and if they have covered at least some of the material in a previous unit.

Good teaching will frequently refer back to material and lessons covered in the past and other links can be forged, both to other RE units and other curriculum subjects.

The children move towards forming their own views and developing maturity in their thinking. They should come to realise the impact which religion has on everyday life. As the children move up the school they build on their previous experiences, exploring ideas at the level appropriate to their age. Our scheme of work for RE is continuous and progressive. It is followed by all pupils and teachers. The scheme is regularly reviewed and updated.

Teaching Methods

Teachers use a variety of teaching strategies in RE including debate, role play, poetry, stories, art work, use of visits and visitors, use of DVD and TV programmes, exploring artefacts, etc. Differentiation is essential in RE to enable all our pupils to benefit from what is taught. This includes pupils with special educational needs or those on the gifted and talented register. Higher level thinking skills and key questions are included in planning to ensure children are appropriately challenged.

Assessment

The assessment of pupils' learning is integral to the planning of effective progress in RE. The nature of RE is such that no one form of assessment will suffice. Long term observation is valued alongside short term 'tasks'. Oral work plays a significant role because development in RE is not based on written skills alone. Self assessment is also being explored as a means of promoting 'learning from religion'. Our scheme

of work for RE includes 'Assessment Criteria' for each unit of work. This allows teachers to plan for and assess the children's achievement.

Management

The teaching of RE and the Policy is regularly reviewed by discussion with colleagues, through INSET, and by promoting good relationships with parents and governors.

The RE co-ordinator ensures continuity and progression in the teaching of the subject throughout the school, offering help, support and advice to colleagues. He/she maintains a good level of knowledge of current educational development and thinking and is also responsible for assessing resource needs in RE.

Resources

The teaching of RE is supported and enhanced by a variety of resources including religious artefacts, visits to places of worship, visitors from faith communities and books for pupils' independent research. Pupils are taught to treat religious artefacts with appropriate respect. Most material resources for RE are kept in a central resource area available to all staff.

Visits and Visitors

Our scheme of work includes a schedule for visits and the use of visitors from the local community to support children with their exploration of the 'Big Question'. Each Year group has at least one visitor per year and most year groups also visit a place of worship.

The Right of Withdrawal

RE aims to be inclusive but parents have the right to withdraw their children from religious education. Teachers are also able to withdraw from teaching RE. It is the responsibility of the headteacher to ensure that the law is complied with in terms of all pupils' entitlement to RE in their schools.